

Strategic Model of English Language Learning Activities to Enhance Tour Guide Skills of Thai Youth: A Case Study in Cultural Tourism Community at ThaKha, Amphawa, Samuthsongkram, Thailand

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Abstract

This study is conducted to propose an appropriate strategic model of English language learning activities to enhance tour guide skills of Thai youth in cultural tourism community. Population and Samples used in this study are 88 children who are studying at Lower Secondary School Level in Thakha, Amphawa, Samuthsongkram, Thailand. The research instruments used consist of learning conditions and readiness for being tour guides assessment, language learning styles survey, and strategic model of English language learning activities to enhance tour guide skills designed after analyzing learning conditions and readiness as well as language learning styles of children. The strategic model of English language learning activities is implemented to 34 children who are studying in Grade 8 by simple sampling method from Grade 7-9 Secondary School in Thakha community. This study indicates that the children in Thakha community are not ready for being volunteer tour guides. Most of them are V-K-A learners who prefer learning language from practicing a particular skill, questioning, and team working. Thus, Grade-8 lower secondary school students are able to learn most from pictures, charts, maps, storytelling, and acting. The implementation of strategic model of English language learning activities shows that the activity approaches are appropriate and directly demonstrate children's learning styles together with could enhance tour guide skills of children in target local cultural tourism in Thailand.

Keywords: Learning Environment, English Learning Approach, Tour Guides Skills

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Introduction

Thakha Sub district, Amphawa District, Samuthsongkram Province is one of the famous cultural tourist attractions in Thailand due to its abundant natural resources such as fertile soil which is suitable for important agricultural crops including sugar palm trees and coconut trees. They are the important ingredients for the community's unique products, for example, coconut palm sugar, palm juice and other products. Moreover, the abundance of forest along both sides of the canals, which is the habitat of fireflies are unique to the area. There are several rivers and canals that provide water routes which are the cultural cost for tourism activities, such as visiting temples and traditional Thai houses, experiencing the kinship lifestyle and simplicity at homestay.

The unique natural environment and local livelihood of Thakha community, as well as the features of tourism services, including the hospitality of the people in the community and young people who are encouraged to conserve the culture and traditions attract many Thai and foreign tourists to visit the community. As a consequence, a group has been formed to provide services to tourists and those interested in exploring the culture along the canals by boat (Anchalee Atipat, 2010). The service providers are valuable in driving and developing tourism in Thakha community. Thus, it is essential for the service providers to provide accurate information about tourist attractions, services and products to Thai and foreign tourists by using appropriate language both in Thai and English contexts.

The economic development of the tourism industry is an important mechanism in tackling the current economic downturn, as tourism is a crucial sector that brings in major income. The sector is a source of foreign currency which contributes to long-term stability in the balance of Thailand's payments. Revenues from the tourism industry are widely distributed to the population. It also creates many jobs related to tourism. The policy of every Thai government focuses on developing standards for tourism services, especially on human resource development in tourism such as hotel staffs, tour operators, tour guides, restaurant staff, tour staff and taxi drivers, etc., by developing communication skills in English and providing information for tourism and services.

There have been many research conducted to develop Thakha community as one of the main Ecotourism sites in Samuthsongkram province (Ratanapianthamma, Wilailak et al., 2007; Rattanaraksa, Parichat et al., (2006); and Wongcha-um, Suwanarit, et al., 2010). However, there are a few investigations focusing on improving language skills for tourism service providers at Thakha community. It is found that Atipath, Anchalee (2010) conducts a research to examine self-directed learning of tourism service providers in using English for communication. The study represents many constraints in learning language due to tourism service providers' age and a lack of English basic skills. Nevertheless, the study does not cover the enhancement of English communication skills for the youth who are conveyed to conserve the local traditions and cultures which is a unique feature of the community. For being volunteer tour guides, it is necessary to provide essential skills for local youth, especially information about tourist attractions, livelihood, and local products with proper Thai and English communication skills. Consequently, it could influence the development of the community's economic that could generate the families' extra

income. Therefore, this study focuses on examining an appropriate strategic model of English language learning activities to enhance tour guide skills of Thai youth in Thakha, Amphawa, Samuthsongkram in order to promote cultural tourism community in Thailand.

Literature review

The related literature will be reviewed as follows:

Spatial context of Thakha Community

Thakha, Amphawa in Samuthsongkram Province, Thailand is an agrarian community with many rivers and canals. Most people reside along the canals and travel mainly by boat. Thakha Sub district was previously known as Thakha weekend market. Nowadays, it is currently known as Thakha floating market (a 100-year Market), which is located at Thakha Sub district Moo 5. People in Thakha have traded by boat for very long time. In the past, most people were farmers who grew onion, garlic and lettuce. However, in the rainy season, the area was often flooded. The farmers then changed their cultivation to a farming system of coconut. People live in harmony with nature and have created a strong community as most of them are relatives who live peacefully and sufficiently. This is the valuable cultural asset of the community.

In terms of occupations, most people are farmers and some of them are traders and laborers. The district's population is 5,479, consisting of 2,708 men and 2,771 women from 1,431 households. In the education sector, there are 2 primary schools (Wat Maneesan School and Wat Tepprasitkanawas School) and 1 secondary school (Tepsuvarnachanvitthaya School). Besides, there are Klong Maquid Nursery, a community learning center, 4 newspaper points, and 11 village voice towers. For religion and belief, Maneesan Temple, Tepprasit Temple, and Khun Mae Tua Nia Shrine are the religious and spiritual centers of the communities. In the health care sector, there are 2 local hospitals. Considering security, there is one police precinct to cover the security of the community and safety of land transportation. The area has many water resources, including rivers, canals and lakes. These water resources make the area suitable for agriculture.

Importantly, the local governors have a broad vision to develop the community in terms of infrastructure. This makes Thakha has a good infrastructure and a good environment. Moreover, Eco-tourism has been strongly promoted in the community.

Thakha Travelling Routes

Apart from land transportation, water transportation by boat is part of the culture of the livelihood of people in Thakha. Consequently, it creates a travelling route that attracts many tourists to visit and enjoy the scenery along the canals. It is another charm of the community.

Wongcha-um *et al.* (2010) notes that the ideals for cultural tourism in Thakha of Thai tourists, considering tourist attractions, would be the initial visit at Thakha floating market or a 100-year market which was known as the river of life. The market had diverse products and was located at Moo 2, Thakha, Ampawa, Samutsongkram. The

former location was at Tamnob Thakha (Thakha barrage). In the past, farmers would bring products from their farms, such as onion, garlic, fresh chili, dried chili, fresh vegetables, coconut sugar, fresh sugar, crafts from coconut and other seasonal fruits to exchange at the market. It has become a popular market nowadays.

Another important tourist attraction is the sugar processing plant at Kru Siri's Plam Stove House. Tourists can study how to produce coconut sugar. They could also buy fresh sugar for cooking or as a souvenir for their friends and family. Moreover, the tourists could also take a boat trip to sightsee the traditional Thai houses along the canal and visit an elegant traditional Thai house of Mr. Taweeep Chua-Thai. At night, the tourists could take a boat trip to see the fireflies that live on Lamphu trees, which is one of admiration for the charm of nature.

Apart from natural tourism, there was also a historical tourism by following the travelling routes of the King Rama 5 at Kamnan Chan's house. Furthermore, there was a religious tourism, including paying respect to the sacred places of Maneesan Temple, Tepprasit Kanawas Temple, Tua Nia Shrine, and Ban Laem Meditation Center.

Thakha is the supreme place for tourism. It has a wide range of tourist attractions, including nature, culture, history, and religion. Since it is not far from Bangkok, it is an ideal place for a weekend trip.

Language Learning

A very popular hypothesis on language learning was Stephen Krashen's Model Monitor (as cited in Schütz, 2017) with 5 assumptions as follows.

1. **The acquisition-learning hypothesis:** 2 systems of the knowledge and expression system of the second language consist of Acquiring System, which was believed that the ability to learn a mother language was unconscious and Learning System, where learning took place in the classroom with teaching methods, language learning occurred systematically.
2. **Natural order hypothesis:** language learning occurred in a chronological order, which meant that we could predict the learning sequences of a person. Learning took place step by step from one step to the next.
3. **The monitor hypothesis:** a correlation between perception and learning. When we were proficient in a second language communication, we could communicate easily, which was caused by perception. Learning acted as a monitor and as an editor to monitor and control what was being said or spoken if it was right.
4. **The input hypothesis:** learning came from input, and came out in the form of messages and language forms. In addition, good learning should take the form of $i+1$ which means that the level of information or language entered should be more difficult than the level of knowledge that learners already had at 1 level.
5. **Affective filter hypothesis:** obstacles for learning of a learner caused a stress, lack of motivation, and classroom atmosphere etc.

Factors Affecting English Learning

According to Bloom (1976), the factors that affected on language learning consist of *Cognitive entry behaviors* which intended all abilities of a learner with the basic

knowledge. Another factor concerned *Affective entry characteristics* which were the circumstances or motivations for the learners to learn a new thing, including their interest and attitude towards learning. And lastly, *Quality of instruction* including participation, instruction and knowledge on how to correct the errors can influence language learning.

Jacobotts (1971) proposed 3 factors that made the teaching process successfully. *First, Teaching factors* contained the quality of teachers in terms of knowledge and opportunity to answer questions or provide additional information both inside and outside of classrooms. *Second, Student factors* consisted of perception ability of the learners to learn from teachers. And *Social and cultural factors* affecting foreign language learning achievement involved adherence to self-language, composition of self-language and cultural circumstance in the society.

Gardner and Lambert (1972, 1973) and Gardner (1973) claimed that factors influencing on English learning derived from: *Attitude*, for example, attitude towards subject matters would develop from home environment which includes supporting from family, economic advantages, encouragement from fellow students, and teachers as well as teaching methods. It is believed that *Language Aptitude* is innate. Thus, language training has no influence on language aptitude. In addition, *Parents' support* would encourage their children to learn. It is considered as one of the social tools that affected on the learning of foreign languages. *Economic status*, the children with high socio-economic status have a positive attitude toward learning English as a second language. On the other hand, children with low socio-economic status are often the children with poor performance in studying and learning a foreign language. *Intellectual level* impacts communication skills of learners when learning a second or foreign language. *Learning habit*, learners who have good learning habits may produce a positive effect on learning English or foreign language. *Gender*, according to a study conducted in Louisiana, Maine and Connecticut in the United States with students who learned French as a second language, girls were different from boys in terms of attitudes and development of second language skills. Girls were more likely to develop better than boys. *Background knowledge* is one of the variables that influence current learning achievement. *Quality of teaching*: good teaching may foster learners' positive attitudes to learning. And finally, *Opportunity of learning* meant the opportunity to learn or the opportunity to apply what have been learned.

Language Learning Strategies

Language learning strategies refer to initiatives that learners take consciously at the initial stage of learning processes to make their learning more effective. These strategies have a clear purpose to help students develop their knowledge and understanding of language learning. Rubin (1987) defined language learning strategies as strategies that led to the development of language learning systems, where learners were directly affected by learning. For O' Mallry and Chamot (1990), the language learning strategies were the special thoughts and behaviors that students used to help them understand, learn, and receive new information. However, Richard *et al.* (1992) argued that language learning strategies were behaviors and ideas that students applied during their learning to gain a better understanding of learning and memory. However, Richard and his team added that language learning strategies did not only help learners to learn more effectively, but also were the methods that

improved the understanding and learning of new knowledge, as well as the learner's self-learning.

O' Malley *et al.* (1985) have classified language learning strategies into 3 types as follows,

1. *Metacognitive strategies* are learning processes and planning for learning used by learners to help them understand and learn more effectively. It also referred to the methods learners used to evaluate and monitor learning errors with their language learning style.
2. *Cognitive strategies* involve process of thinking that learners intend to foster comprehension, acquisition, or retention in language tasks by themselves.
3. *Social-affective strategies* consisted of using social interactions to support learners' comprehension, learning or retention of information. Learners can use this strategy to facilitate an in-depth understanding of their teachers and peers and to participate in a society where they lived.

According to O'Malley and Chamot (1990, p. 138), the strategies directly involved learning is cognitive strategies which is divided into sub-strategies as follows: 1) *Repetition*, 2) *Resourcing*, such as the use of dictionaries, 3) *Information assorting*, 4) *Note taking*, 5) *Deduction / Induction*, 6) *Substitution*, 7) *Elaboration*, 8) *Summarization*, 9) *Translation* from the mother tongue to acquire understanding and communication, 10) *Transfer* the rules of using a mother tongue language when learning the target language, and 11) *Inferencing* which means inserting the target language by using the mother tongue of the learner.

Oxford (1990) stated that the goal of using language learning strategies is to make language learning easier, faster, more enjoyable more effective and more transferable to new information, so that learners can control their own learning. Language learning strategies are divided into two classes: *direct language learning strategies* refer to strategies directly related to tasks or language required, which relies on the processing of learners' knowledge. On the other hand, *indirect language learning strategies* permit learners to learn a language without getting involved in the target language.

Learning Styles

It is believe that humans can perceive information via 3 channels, including eyes or visual preceptors, ears or auditory preceptors and body or kinesthetic preceptors. Considering 3 states when people perceiving the information; consciousness, subconscious, and unconscious together with 2 components of both perceptual pathways and states of consciousness, Thammabusaya, Matthana (2013) suggested that learning styles can be divided into 6 styles as follows,

1. V-A-K is the best style for learners when they read and tell stories to the others. They are hard-working but do not like doing sport.
2. V-K-A is the best style for learners if they take action according to examples and keep asking. They usually like working as a group.
3. A-K-V is the best style for learners if they teach the others. They like to clarify ideas when telling a story, but they often have a problem with reading and writing.
4. A-V-K is the best style for learners who are capable of communicating with others. They can speak clearly and reasonably. They love the truth, like studying

history and all subjects with logic. They will make an effort to speak so that they will understand the lessons learned. They do not like sport.

5. K-V-A is the best style for learners when they work in a quiet place. They can work with a good physical strength without the instruction from a teacher. If they listen to teachers too much, they could be confused.

6. K-A-V is the best style for learners when they move their body. They do not like to stand still. Sometimes, they are called as fidgety kids. They often have a problem with reading and writing.

Language Learning Activities

In order to facilitate learners to achieve or acquire knowledge, instructors can use effective techniques and different teaching methods based on course syllabus and learners to arrange learning activities. Ideas for four skills of language learning activities: *Listening activity*, *Speaking activity*, *Writing activity*, and *Reading activity* can be conducted as suggested by Olphen, Marcela van, Mark Hofer and Judi Harris (2011).

Essential Communication Skills for Being a Tour Guide

Kimsuwan, Anek (2003), Bunyawatana, Panit (1999), Putsongkran, Nipawan (2007) claimed that the essential and important skills for the efficient tourism professions as well as the ability to create a good understanding and the impression for tourists are speaking and listening skills together with the different cultures which could be applied to suit social contexts and service situations. Similarly the study on tourists' satisfaction toward tour leaders in Taiwan (Chang, 2004 cited in Putsongkran, Nipawan., 2007) also found out that the satisfaction of tourists depended on the ability to communicate, quality of service and information provided by tour leaders. Furthermore, Atipath, Anchalee (2010) provided recommendation on training youth tour leaders by focusing on the essential communication, including greetings, inviting, making short conversations, describing places and facilities, giving directions, introducing and describing tourist attractions, describing Thai culture and tradition, giving appreciation, and leave-taking. In addition, Tohtong, Chomyong (2012) also suggested that the ASEAN cultural context, especially cross-cultural communication should be included in the curriculum concerning tourism in Thailand.

Research questions and hypotheses

In order to reach the objective of the study, 2 phases of the study are conducted. Phase 1 of the study aims to survey youth's learning conditions and readiness for being volunteer tour guides and their learning styles. The second phase of the study intends to design and implement an appropriate strategic model of English language learning activities correlated to tour guide skills with the group of students who are most ready to be a volunteer tour guide. Therefore, the research questions and hypotheses are stated as follows:

1. H₁: The youth are ready to be volunteer tour guides.
2. H₂: The youth's learning styles are varies depending on education levels.
3. H₃: Tour guide skills of the youth are strongly promoted when a strategic model of English language learning activities designed is implemented.

Methods

As mentioned, the first phase of the study aims to determine youth's learning conditions and readiness for being volunteer tour guides and their learning style. The Population and samples in this stage are 88 students who are studying in Grade 7-9 at the Secondary School in Thakha community.

The research instruments include:

1. Conditions and Readiness for being Volunteer Tour Guides Assessment is designed and constructed to examine correlation between the youth's conditions and readiness for being volunteer tour guides.

(The youth's conditions and readiness include genders, age, education level, parents' career, parents' income, need of students to help parents gain extra income, experience of being a volunteer tour guide, desire to be a volunteer tour guide competence level of English language skills, opportunity to learn English language outside school, and attitudes on English learning constructed based on the factors affecting English learning pointed out by Gardner and Lambert, 1972.)

2. Learning Style Survey (Brain Boxx, 2016) proposes to discover the youth's learning styles so as to design an appropriate learning activity that directly promote their learning styles.

Data analysis involves content analysis and comparison of correlation between variables using Pearson Chi-square Test: comparison of correlation between the youth's conditions and readiness for being volunteer tour guides and comparison of the correlation between the youth's learning styles and their education level.

The second phase of the study focuses on the implementation of an appropriate strategic model of English language learning activities correlated to tour guide skills with 34 (Grade 8) students random sampling from the participants in phase 1 concerning those who are ready to be volunteer tour guides. The instruments involve a strategic model of English language learning activities designed from the selected samples' learning styles; Participants' Behavior Observation Form, used to record students' behavior during the implementation; and Child-oriented Report (Language Learning Self-Assessment), students report what they have learned after the implementation. Content analysis is employed to analyze data.

Results

Phase 1 Results:

The first phase of the study examines the hypotheses which related to the youth's conditions and readiness for being a volunteer tour guide together with their learning styles. The results of this stage are as follows:

Finding 1: General status of the youth in Thakha, Amphawa, Samuthsongkram

Table 1-1 presents percentage of the youth's general status

General status	Number (88 students)	Percentage
1. Gender		
Female	41	46.6
Male	47	53.4
2. Age		
12 years	18	20.5
13 years	27	30.7
14 years	27	30.7
15 years	15	17.0
16 years	1	1.1
3. Education level		
Grade 7 (first year of lower secondary school)	35	39.8
Grade 8 (second year of lower secondary school)	34	38.6
Grade 9 (third year of lower secondary school)	19	21.6
4. Parents' Career		
Civil servant	5	5.7
Labor	46	52.3
Trader	14	15.9
Farmer	19	21.6
Others	4	4.5
5. Parents' income per month		
N/A	51	58.0
Below 5,000 baht	5	5.7
5,001 – 10,000 baht	24	27.3
10,001 – 15,000 baht	5	5.7
15,001 – 20,000 baht	2	2.3
Over 20,000 baht	1	1.1
6. Need of students to help parents gain extra income		
Very necessary	11	12.5
Occasionally necessary	67	76.1
Not necessary	7	8.0
Missing	3	3.4
7. Experience of being a volunteer tour guide		
Yes	5	5.7
No	82	93.3
No indication	1	1.1
8. Desire to be a volunteer tour guide		
Yes	33	37.5
No	55	62.5

According to table 1-1, it is shown that there are a higher number of male than female of 88 students from lower secondary school in Thakha community. The majority of them are age between 13-14 years old. Their parents' career is mostly laborers and earned between 5,000 and 10,000 baht a month. Most youth need to help their parents to earn extra income for some occasions and they never have any experience in being a tour guide. In addition, most of them do not want to be a volunteer tour guide. The reasons they give are that they do not have experience and think they are not good at English. As a result, the H_1 hypothesis is rejected.

Finding 2: Data analysis of correlation between condition and readiness of being volunteer tour guides with the youth's general status

Table 2-1-2-5 show correlation between the youth's necessity to help their family to earn extra income with gender, age, education level, parents' career, and parents' income, respectively

Table 2-1 Correlation between the youth's necessity to help their family to earn extra income with gender

Necessity to help family to earn extra income	Female		Male		Total		Pearson Chi-square P = .321
	Number	Percentage	Number	Percentage	Number	Percentage	
Highly necessary	4	10.3	7	15.2	11	12.9	
Occasional necessary	30	76.9	37	80.4	67	78.8	
Not necessary	5	12.8	2	4.3	7	8.2	
Total	39	100	46	100	85	100	

* Significantly different at 0.05 level

Table 2-2 Correlation between the youth's necessity to help their family to earn extra income with age

Necessity to help family to earn extra income	12 years old		13 years old		14 years old		15 years old		16 years old		Total		Pearson chi-square P = .040*
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Highly necessary	2	11.8	3	11.5	5	19.2	1	6.7	0	0.0	11	12.9	
Occasional necessary	14	82.4	23	88.5	18	69.2	12	80.0	0	0.0	67	78.8	

Not necessary	1	5.9	0	0.0	3	11.5	2	13.3	1	100	7	8.2
Total	17	100	26	100	26	100	15	100	1	100	85	100

* Significantly different at 0.05 level

Table 2-3 Correlation between the youth's necessity to help their family to earn extra income with level of education

Necessity to help family to earn extra income	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .238
	Number	%	Number	%	Number	%	Number	%	
Highly necessary	6	18.2	5	15.2	0	0.0	11	12.9	
Occasional necessary	26	78.8	24	72.7	17	89.5	67	78.8	
Not necessary	1	3.0	4	12.1	2	10.5	7	8.2	
Total	33	100	33	100	19	100	85	100	

* Significantly different at 0.05 level

Table 2-4 Correlation between the youth's necessity to help their family to earn extra income with parents' career

Necessity to help family to earn extra income	Civil servant		Labor		Trader		Farmer		Others		Total		Pearson chi-square P = .592
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Highly necessary	0	0.0	7	15.6	2	15.4	2	11.1	0	0.0	11	12.9	
Occasional necessary	5	100	35	77.8	11	84.6	13	72.2	3	75.0	67	78.8	
Not necessary	0	0.0	3	6.7	0	0.0	3	16.7	1	25.0	7	8.2	
Total	5	100	45	100	13	100	18	100	4	100	85	100	

* Significantly different at 0.05 level

Table 2-5 Correlation between the youth's necessity to help their family to earn extra income with parents' income

Necessity to help family to earn extra income	NA		Below 5000 baht		5001 - 10000 baht		10001 - 15000 baht		15001 - 20000 baht		Over 20000 baht		Total		Pearson chi-square P = .765
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Highly necessary	4	8.2	1	20	4	17.4	1	20	1	50	0	0	11	12.9	
Occasional necessary	39	79.6	4	80	18	78.3	4	80	1	50	1	100	67	78.8	
Not necessary	6	12.2	0	0	1	4.3	0	0	0	0	0	0	7	8.2	
Total	49	100	5	100	23	100	5	100	2	100	1	100	85	100	

* Significantly different at 0.05 level

Based on table 2-1-2-5, it is found that the youth's necessity to help their family to earn extra income do not significantly correlate with their gender (p value = 0.321), level of education (p value = 0.238), careers of their parents (p value = 0.592), and the level of income of their parents (p value = 0.765). However, in terms of ages, it is indicated that the necessity to help family to earn extra income of the youth significantly correlated with all ages (significant at the .004 level) except in the age of 16 years old.

Table 2-6-2-10 demonstrate correlation between the youth's experience of being a tour guide with gender, age, education level, parents' career, and parents' income, respectively

Table 2-6 Correlation between the youth's experience of being a tour guide with gender

Experience of being a tour guide	Female		Male		Total		Pearson chi-square P = .609
	Number	%	Number	%	Number	%	
Ever	2	4.9	3	6.4	5	5.7	
Never	39	95.1	43	91.5	82	93.2	
Not indicate	0	0	1	2.1	1	1.1	
Total	41	100	47	100	88	100	

* Significantly different at 0.05 level

Table 2-7 Correlation between the youth's experience of being a tour guide with age

Experience of being a tour guide	12 years old		13 years old		14 years old		15 years old		16 years old		Total		Pearson chi-square P = .646
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Ever	0	0	3	11.1	2	7.4	0	0	0	0	5	5.7	
Never	18	100	24	88.9	24	88.9	15	100	1	100	82	93.2	
Not indicate	0	0	0	0	1	3.7	0	0	0	0	1	1.1	
Total	18	100	27	100	27	100	15	100	1	100	88	100	

* Significantly different at 0.05 level

Table 2-8 Correlation between the youth's experience of being a tour guide with level of education

Experience of being a tour guide	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .486
	Number	%	Number	%	Number	%	Number	%	
Ever	2	5.7	3	8.8	0	0	5	5.7	
Never	33	94.3	30	88.2	19	100	82	93.2	
Not indicate	0	0	1	2.9	0	0	1	1	
Total	35	100	34	100	19	100	88	100	

* Significantly different at 0.05 level

Table 2-9 Correlation between the youth's experience of being a tour guide with career of their parents

Experience of being a tour guide	Civil servant		Laborer		Trader		Farmer		Others		Total		Pearson chi-square P = .924
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Ever	0	0	4	8.7	0	0	1	5.3	0	0	5	5.7	
Never	5	100	41	89.1	14	100	18	94.7	4	100	82	93.2	
Not indicate	0	0	1	2.2	0	0	0	0	0	0	1	1.1	
Total	5	100	46	100	14	100	19	100	4	100	88	100	

* Significantly different at 0.05 level

Table 2-10 Correlation between the youth's experience of being a tour guide with the level income of their parents

Experience of being a tour guide	NA		Below 5000 baht		5001 - 10000 baht		10001 - 15000 baht		15001 - 20000 baht		Over 20000 baht		Total		Pearson chi-square P = .953
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Ever	2	3.9	0	0	3	12.5	0	0	0	0	0	0	5	5.7	
Never	48	94.1	5	100	21	87.5	5	100	2	100	1	100	82	93.2	
Not indicate	1	2.0	0	0	0	0	0	0	0	0	0	0	1	1.1	
Total	51	100	5	100	24	100	5	100	2	100	1	100	88	100	

* Significantly different at 0.05 level

According to table 2-6-2-10, it is represented that the youth's experience of being a tour guide do not significantly correlate with the gender (p value = 0.609), the age (p value = 0.646), the education level (p value = 0.486), careers of their parents (p value = 0.924), and the level income of their parents (p value = 0.953). Most of the students do not have experience of being a local volunteer tour guide.

Table 2-11-2-15 present correlation between the youth's desire of being a tour guide with gender, age, education level, parents' career, and parents' income, respectively

Table 2-11 Correlation between the youth's desire of being a tour guide with gender

Desire of being a tour guide	Female		Male		Total		Pearson chi-square P = .001*
	Number	%	Number	%	Number	%	
Yes	23	56.1	10	21.3	33	37.5	
No	18	43.9	37	78.7	55	62.5	
Total	41	100	47	100	88	100	

* Significantly different at 0.05 level

Table 2-12 Correlation between the youth's desire of being a tour guide with age

Desire of being a tour guide	12 years old		12 years old		12 years old		12 years old		12 years old		Total		Pearson chi-square P = .300
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Yes	4	22.2	10	37.0	13	48.1	5	33.3	1	100	33	37.5	
No	14	77.8	17	63.0	14	51.9	10	66.7	0	0	55	62.5	
Total	18	100	27	100	27	100	15	100	1	100	88	100	

* Significantly different at 0.05 level

Table 2-13 Correlation between the youth's desire of being a tour guide with level of education

Desire of being a tour guide	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .284
	Number	%	Number	%	Number	%	Number	%	
Yes	10	28.6	16	47.1	7	36.89	33	37.5	
No	25	71.4	18	52.9	12	62.5	55	62.5	
Total	35	100	34	100	19	100	88	100	

* Significantly different at 0.05 level

Table 2-14 Correlation between the youth's desire of being a tour guide with careers of their parents

Desire of being a tour guide	Civil servant		Laborer		Trader		Farmer		Others		Total		Pearson chi-square P = .300
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Yes	0	0	21	45.7	5	35.7	6	31.6	1	25.0	33	37.5	
No	5	100	25	54.3	9	64.3	13	68.4	3	75.0	55	62.5	
Total	5	100	46	100	14	100	19	100	4	100	88	100	

* Significantly different at 0.05 level

Table 2-15 Correlation between the youth's desire of being a tour guide with income levels of their parents

Desire of being a tour guide	NA		Below 5000 baht		5001 - 10000 baht		10001 - 15000 baht		15001 - 20000 baht		Over 20000 baht		Total		Pearson chi-square P = .327
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Yes	17	33.3	1	20.0	10	41.7	4	80.0	1	50.0	0	0	33	37.5	
No	34	66.7	4	80.0	14	58.3	1	20.0	1	50.0	1	100	55	62.5	
Total	51	100	5	100	24	100	5	100	2	100	1	100	88	100	

* Significantly different at 0.05 level

As shown in table 2-11, the youth's desire of being a tour guide is significantly correlated with gender (significant at the 0.001 level). Precisely, female want to be a volunteer tour guide higher than male. On the other hand, the data from table 2-12-2-13 show that the youth's desire of being a tour guide do not significantly correlate with age (p value = 0.30) and level of education (p value = 0.284). Thus, most children do not want to be a volunteer tour guide but when comparing with each level of education, the percentage of the students in Grade 8 with the desire of being a tour guide is higher than the other levels. According to table 2-14, it is found that the desire of being a tour guide of the youth do not significantly correlate with careers of their parents (p value = 0.300). However, the youth who come from laborer family are likely to have a higher desire of being a volunteer tour guide than other groups.

Lastly, the data in table 2-15 also indicates that the desire of being a tour guide of the youth do not significantly correlate with their parents' level of income (p value = 0.327).

Finding 3: Data analysis of the youth's competence level of English language skills

Table 3-1 shows an average of the youth's competence level of English language skills

English Language Skills	Mean	S.D.	Competence Level
Listening skill	2.78	.976	Good
Speaking skill	3.02	1.093	Moderate
Reading skill	3.23	.991	Moderate
Writing skill	3.11	.976	Moderate

As table 3-1 shown, most youth indicate that they have a moderate level of competence in their English language skills.

Finding 4: Data analysis of the youth's opportunity to learn English

Table 4-1 shows an average of the youth's level of opportunity to learn English

Opportunity to Learn English	Mean	S.D.	Opportunity Level
Supporting from parents to learn English outside the classroom	3.25	.974	Moderate
Opportunity to use English to communicate with foreigners	3.32	1.140	Moderate
Opportunity to attend English camp at or outside school	3.08	1.031	Moderate

According to table 4-1, it is found that most youth have a moderate level of opportunity in learning English outside school.

Finding 5: Data analysis of the youth's attitude on English learning

Table 5-1 represents overall average of the youth's level of attitudes on English learning

Attitudes on English Learning	Mean	S.D.	Level of Attitudes
Feelings and Emotions			
English is a favorite subject.	3.31	.987	Low
Reluctant to learn English.	3.31	.811	Low
Enjoy learning English class.	3.10	.872	Low
The atmosphere of learning English is boring.	3.13	.974	Low
Want to be good at English.	2.20	.938	High
Opinions			
English is a difficult subject.	2.57	.932	High
Activity with English enhances creativity.	2.71	.791	High
Learning English builds self-confidence.	2.94	.927	High

Attitudes on English Learning	Mean	S.D.	Level of Attitudes
Content of English lesson is repetitious.	3.10	1.006	Low
Learning English is useful for future career.	2.28	1.562	High
Behavior			
Want to do activity in English.	3.39	1.055	Low
Be confident to use English.	3.64	.998	Low
Want to attend English camp for being volunteer tour guide if the school organizes one.	3.51	1.072	Low
Intend to make addition study on English outside the classroom.	3.25	.925	Low
Not pay attention to learning English.	3.55	1.005	Low

According to table 5-1, most youth have moderate attitudes toward English learning. It is found that, in terms of feelings and emotions, the youth are moderately reluctant of learning English. Some enjoy learning English, but the atmosphere of teaching English in the classroom is sometimes boring. However, the youth still would like to be good at English. In terms of opinion of learning English, most youth have an opinion that English is a very difficult subject, but the activities in English could enhance creativity and self-confidence as well as contribute to the future career. In terms of content, the youth comment that there is not much duplication. In terms of behavior toward learning English, most youth note that if the school organizes English camp for training for being volunteer tour guide, there might not be many participants. Most youth are interested in learning English. However, there are not many youth that would like to study in addition to the class and the courage to do an activity in English is also low.

In order to examine which education levels have positive attitude towards English learning, comparison of correlation between the youth's attitudes of learning English with different education levels are employed.

Table 5-2 presents correlation between the youth's feelings and emotions toward English learning in different education levels

1. English is a favorite subject	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .020*
	Number	%	Number	%	Number	%	Number	%	
Highest	1	2.9	0	0	2	10.5	3	3.4	
High	3	8.6	6	17.6	1	5.3	10	11.4	
Moderate	23	65.7	17	50.0	6	31.6	46	52.3	
Low	7	7	5	14.7	3	15.8	15	17.0	
Lowest	1	2.9	6	17.6	7	36.8	14	15.9	
Total	35	100	34	100	19	100	88	100	

2. Reluctant to learn English	Grade 7		Grade 8		Grade 9		Total		Pearson chi-
	Number	%	Number	%	Number	%	Number	%	
Highest	0	0	0	0	0	0	0	0	
High	4	11.8	5	14.7	0	0	9	10.3	

Moderate	20	58.8	20	58.8	12	63.2	52	59.8	square P = .102
Low	9	26.5	5	14.7	2	10.5	16	18.4	
Lowest	1	2.9	4	11.8	5	26.3	10	11.5	
Total	34	100	34	100	19	100	87	100	

3. Enjoy the English class	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .055
	Number	%	Number	%	Number	%	Number	%	
Highest	1	2.9	1	2.9	1	5.3	3	3.4	
High	7	20.0	8	23.5	0	0	15	17.0	
Moderate	21	60.0	17	50.0	7	36.8	45	51.1	
Low	6	17.1	6	17.6	8	42.1	20	22.7	
Lowest	0	0	2	5.9	3	15.8	5	5.7	
Total	35	100	34	100	19	100	88	100	

4. The atmosphere of learning English is boring	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .044*
	Number	%	Number	%	Number	%	Number	%	
Highest	1	2.9	1	2.9	3	15.8	5	5.7	
High	7	20.6	6	17.6	3	15.8	16	18.4	
Moderate	19	55.9	13	38.2	2	10.5	34	39.1	
Low	6	17.6	12	35.3	9	47.4	27	31.0	
Lowest	1	2.9	2	2	2	10.5	5	5.7	
Total	34	100	34	100	19	100	87	100	

5. Want to be good at English	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .409
	Number	%	Number	%	Number	%	Number	%	
Highest	11	31.4	6	18.2	6	31.6	23	26.4	
High	12	34.3	14	42.4	4	21.1	30	34.5	
Moderate	10	28.6	12	36.4	8	42.1	30	34.5	
Low	2	5.7	0	0	0	0	2	2.3	
Lowest	0	0	1	3.0	1	5.3	2	2.3	
Total	35	100	33	100	19	100	88	100	

* Significantly different at 0.05 level

As table 5-2 indicates, the youth's feelings and emotions in terms of "English is a favorite subject" and "The atmosphere of learning English is boring" are significantly correlated with education levels (significant at the 0.044 and 0.02 level, respectively). It is noted that English is moderately favorite subject for the Grade 7 and Grade 8 students while the Grade 9 students prefer to study English at the lowest level. Most students from Grade 7 and Grade 8 feel that the atmosphere of English learning is fairly and slightly boring whereas 47 percent of Grade 9 students report it is a little boring. However, there are not significantly correlated in the aspects regarding "Reluctant to learn English" (p value = 0.102); "Enjoy the English class" (p value =

0.55); and “Want to be good at English” (p value = 0.490) with education levels. Most youth are reluctant to learn English at moderate level. Most of them moderately enjoyed English class and want to be good at English at moderate to high level.

Table 5-3 presents correlation between the youth’s opinion on learning English in different education levels

1. English is a difficult subject	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .510
	Number	%	Number	%	Number	%	Number	%	
Highest	3	8.6	5	14.7	3	15.8	11	12.5	
High	12	34.3	11	32.4	8	42.1	31	35.2	
Moderate	16	45.7	12	35.3	4	21.1	32	36.4	
Low	4	4	6	17.6	3	15.8	13	14.8	
Lowest	0	0	0	0	1	5/3	1	1.1	
Total	35	100	34	100	19	100	88	100	

2. Activity with English enhances creativity	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .268
	Number	%	Number	%	Number	%	Number	%	
Highest	4	11.8	1	2.9	1	5.3	6	6.9	
High	10	29.4	11	32.4	3	15.8	24	27.6	
Moderate	17	50.0	20	58.8	10	52.6	47	54.0	
Low	3	8.8	2	5.9	4	21.1	9	10.3	
Lowest	0	0	0	0	1	5.3	1	1.1	
Total	34	100	34	100	19	100	88	100	

3. Learning English builds self-confidence	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .434
	Number	%	Number	%	Number	%	Number	%	
Highest	4	11.4	1	2.9	2	10.5	7	8.0	
High	5	14.3	10	29.4	1	5.3	16	18.2	
Moderate	19	54.3	15	44.1	9	47.4	43	48.9	
Low	6	17.1	7	20.6	6	31.6	19	21.6	
Lowest	1	2.9	1	2.9	1	5.3	3	3.4	
Total	35	100	34	100	19	100	88	100	

4. Content of English lessons is repetitious	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .272
	Number	%	Number	%	Number	%	Number	%	
Highest	0	0	1	2.9	3	15.8	4	4.5	
High	9	25.7	7	20.6	4	21.1	20	22.7	
Moderate	15	42.9	15	44.1	5	26.3	35	39.8	
Low	9	25.7	8	23.5	4	21.1	21	23.9	
Lowest	2	5.7	3	8.8	3	15.8	8	9.1	
Total	35	100	34	100	19	100	88	100	

5. Learning English is useful for future career	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .344
	Number	%	Number	%	Number	%	Number	%	
Highest	12	36.4	15	44.1	3	15.8	30	34.9	
High	13	39.4	7	20.6	7	36.8	27	31.4	
Moderate	5	15.2	7	20.6	4	21.1	16	18.6	
Low	3	9.1	2	5.9	3	15.8	8	9.3	
Lowest	0	0	2	5.9	2	10.5	4	4.7	
Not indicate	0	0	1	2.9	0	0	1	1.2	
Total	33	100	34	100	19	100	86	100	

* Significantly different at 0.05 level

As illustrated in table 5-3, it is found that there are not significantly correlated between the youth's opinion on learning English concerning "English is difficult subject" (p value = 0.510); "Activity with English enhances creativity" (p value = 0.268); "Learning English builds self-confidence" (p value = 0.434); "Content of English lessons is repetitious" (p value = 0.272); and "Learning English is useful for future career" (p value = 0.434) with education levels. Most of the Grade 7 and Grade 8 students state that English is moderately difficult subject while the Grade 9 students express that English is a very difficult subject. They also voice an opinion that activities with English could enhance creativity at moderate level. The majority opinion on learning English could build their self-confidence is at moderate level. Additionally, the majority opinion from the Grade 7 and Grade 8 students on the repetitious content of English lessons are at moderate level whereas the Grade 9 students express varies levels. Most of the students agree that learning English is highly useful for their future careers.

Table 5-4 presents correlation between the youth's behavior toward English learning in different education levels

1. Want to be a volunteer for an activity in English	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .004*
	Number	%	Number	%	Number	%	Number	%	
Highest	2	5.7	1	2.9	2	10.5	5	5.7	
High	6	17.1	2	5.9	0	0	8	9.1	
Moderate	19	54.3	17	50.0	2	10.5	38	43.2	
Low	4	11.4	10	29.4	8	42.1	22	25.0	
Lowest	4	11.4	4	11.8	7	36.8	15	17.0	
Total	35	100	34	100	19	100	88	100	

2. Be confident to use English	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .004*
	Number	%	Number	%	Number	%	Number	%	
Highest	0	0	1	3.0	1	5.6	2	2.4	
High	6	17.6	1	3.0	1	5.6	8	9.4	
Moderate	14	41.2	13	39.4	0	0	27	31.8	
Low	10	29.4	13	39.4	7	7	30	35.3	
Lowest	4	11.8	5	15.2	9	9	18	21.2	
Total	34	100	33	100	19	100	88	100	

3. Be interested in attending an English camp for being a volunteer tour guide if the school organizes one	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .016*
	Number	%	Number	%	Number	%	Number	%	
Highest	1	2.9	0	0	2	10.5	3	3.4	
High	6	17.1	3	8.8	1	5.3	10	11.4	
Moderate	15	42.9	14	41.2	5	26.3	34	38.6	
Low	6	17.1	13	38.2	2	10.5	21	23.9	
Lowest	7	20.0	4	11.8	9	47.4	20	22.7	
Total	35	100	34	100	19	100	88	100	

4. Intend to make addition study on English outside the classroom	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .086
	Number	%	Number	%	Number	%	Number	%	
Highest	1	2.9	0	0	1	5.3	2	2.3	
High	7	20.0	7	20.6	1	5.3	15	17.0	
Moderate	17	48.6	16	47.1	5	26.3	38	43.2	
Low	9	25.7	9	26.5	7	36.8	25	28.4	
Lowest	1	2.9	2	5.9	5	26.3	8	9.1	
Total	35	100	34	100	19	100	88	100	

5. Not pay attention to learning English	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .135
	Number	%	Number	%	Number	%	Number	%	
Highest	0	0	1	2.9	1	5.3	2	2.3	
High	6	17.1	2	5.9	2	10.5	10	11.4	
Moderate	13	37.1	16	47.1	2	10.5	31	35.2	
Low	8	22.9	10	29.4	10	52.6	28	31.8	

Lowest	8	22.9	5	14.7	4	21.1	17	19.3
Total	35	100	34	100	19	100	88	100

* Significantly different at 0.05 level

Based on table 5-4, it is reported that there are significantly correlated between the youth's behavior toward English learning regarding "Want to be a volunteer for an activity in English" (significant at the 0.004 level); "Be confident to use English" (significant at the 0.004 level); and "Be interested in attending an English camp for being a volunteer tour guide if the school organizes one." (significant at the 0.016 level) with education levels. The results show that most youth from Grade 7 and Grade 8 have more moderate level of preference to be a volunteer for an activity in English; they are more moderately confident at using English and moderately interested in attending the English camp for being volunteer tour guides when school organizes than the Grade 9 students. On the other hands, there are not significantly correlated between the youth's behavior toward English learning considering "Intend to make addition study on English outside the classroom" (p value = 0.086); and "Not pay attention to learning English" (p value = 0.135) with education levels. It is indicated that most youth from Grade 7 and Grade 8 more moderately intend to make the extension study of English outside the classroom whereas the Grade 9 students intend to make those study at low level. Most of the Grade 7 and Grade 8 students are moderately not pay attention to learning English. Nevertheless, the Grade 9 students are not pay attention to learning English less than the other groups.

Finding 6: Data analysis of the youth's learning styles in different education levels

Table 6-1 shows correlation between the youth's learning styles with different education levels

Learning style Image 1: Board Express type of favorite lessons	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .008*
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	1	2.9	0	0	2	10.5	3	3.4	
Visual Learner	2	5.7	10	29.4	7	36.8	19	21.6	
Kinesthetic Learner	32	91.4	24	70.6	10	52.6	66	75.0	
Total	35	100	34	100	19	100	88	100	

Learning style Image 2: Clip Express activity often do in classroom	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .001*
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	6	17.1	3	8.8	2	10.5	11	12.5	
Visual Learner	7	20.0	18	52.9	15	78.9	40	45.5	
Kinesthetic Learner	22	62.9	13	38.2	2	10.5	37	42.0	
Total	35	100	34	100	19	100	88	100	

Learning style Image 3: A child throws a ball Express ways to learn new skills	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .000*
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	27	77.1	5	14.7	6	31.6	38	43.2	
Visual Learner	8	22.9	29	85.3	9	47.4	46	52.3	
Kinesthetic Learner	0	0	0	0	4	21.1	4	4.5	
Total	35	100	34	100	19	100	88	100	

Learning style Image 4: TV Express interests in TV ads	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .000*
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	8	22.9	2	5.9	4	21.1	14	15.9	
Visual Learner	21	60.0	0	0	3	15.8	24	27.3	
Kinesthetic Learner	6	17.1	32	94.1	12	63.2	50	56.8	
Total	35	100	34	100	19	100	88	100	

Learning style Image 5: Reading a book Express ways of perceiving a story	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .114
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	14	40.0	6	17.6	8	42.1	28	31.8	
Visual Learner	21	60.0	25	73.5	10	52.6	56	63.6	
Kinesthetic Learner	0	0	3	8.8	1	5.3	4	4.5	
Total	35	100	34	100	19	100	88	100	

Learning style Image 6: Brain Express aptitude/ability	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .012*
	Number	%	Number	%	Number	%	Number	%	
Auditory Learner	3	8.6	8	23.5	0	0	11	12.5	
Visual Learner	14	40.0	19	55.9	8	42.1	41	46.6	
Kinesthetic Learner	18	51.4	7	20.6	11	57.9	36	40.9	
Total	35	100	34	100	19	100	88	100	

* Significantly different at 0.05 level

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .012*
	Number	%	Number	%	Number	%	Number	%	
Image 7: Teacher Express teaching style preferences									
Auditory Learner	10	28.6	10	29.4	3	15.8	23	26.1	
Visual Learner	14	40.0	11	32.4	1	5.3	26	29.5	
Kinesthetic Learner	11	31.4	13	38.2	15	78.9	39	44.3	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .015*
	Number	%	Number	%	Number	%	Number	%	
Image 8: A child plays a slingshot Express difficulty behavior in classroom									
Auditory Learner	7	20.0	5	14.7	8	42.1	20	22.7	
Visual Learner	12	34.3	22	64.7	6	31.6	40	45.5	
Kinesthetic Learner	16	45.7	7	20.6	5	26.3	28	31.8	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .119
	Number	%	Number	%	Number	%	Number	%	
Image 9: A car Express behavior during journey									
Auditory Learner	15	42.9	23	67.6	11	57.9	49	55.7	
Visual Learner	14	40.0	8	23.5	3	15.8	25	28.4	
Kinesthetic Learner	6	17.1	3	8.8	5	26.3	14	15.9	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi- square P = .000*
	Number	%	Number	%	Number	%	Number	%	
Image 10: Presentation Express behavior when talking or discussing									
Auditory Learner	12	34.3	5	14.7	10	52.6	27	30.7	
Visual Learner	12	34.3	27	79.4	7	36.8	46	52.3	
Kinesthetic Learner	11	31.4	2	5.9	2	10.5	15	17.0	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .739
	Number	%	Number	%	Number	%	Number	%	
Image 11: A microphone Express areas desired to be famous									
Auditory Learner	4	11.4	6	17.6	4	21.1	14	15.9	
Visual Learner	13	37.1	9	26.5	7	36.8	29	33.0	
Kinesthetic Learner	18	51.4	19	55.9	8	42.1	45	51.1	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = 000*
	Number	%	Number	%	Number	%	Number	%	
Image 12: A tricky child Express personal preference									
Auditory Learner	4	11.4	17	50.0	9	47.4	30	34.1	
Visual Learner	5	14.3	7	20.6	7	36.8	19	21.6	
Kinesthetic Learner	26	74.3	10	29.4	3	15.8	39	44.3	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .573
	Number	%	Number	%	Number	%	Number	%	
Image 13: A window Express stimuli influenced learning inside and outside classroom									
Auditory Learner	3	8.6	3	8.8	0	0	6	6.8	
Visual Learner	2	5.7	1	2.9	2	10.5	6	5.7	
Kinesthetic Learner	30	85.7	30	88.2	17	89.5	77	87.5	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .019*
	Number	%	Number	%	Number	%	Number	%	
Image 14: An artist Express an expertise									
Auditory Learner	2	5.7	11	32.4	5	26.3	18	20.5	
Visual Learner	24	68.6	15	44.1	6	31.6	45	51.1	
Kinesthetic Learner	9	25.7	8	23.5	8	42.1	25	28.4	
Total	35	100	34	100	19	100	88	100	

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .001*	
	Number	%	Number	%	Number	%	Number	%		
Image 15: An earphone Express future career preferences										
Auditory Learner	19	54.3	6	17.6	7	36.8	32	36.4		
Visual Learner	15	42.9	13	38.2	5	26.3	33	37.5		
Kinesthetic Learner	1	2.9	15	44.1	7	36.8	23	26.1		
Total	35	100	34	100	19	100	88	100		

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .274	
	Number	%	Number	%	Number	%	Number	%		
Image 16: Rugby Express leisure activity										
Auditory Learner	24	68.6	17	50.0	12	63.2	53	60.2		
Visual Learner	5	14.3	10	29.4	6	31.6	21	23.9		
Kinesthetic Learner	6	17.1	7	20.6	1	5.3	14	15.9		
Total	35	100	34	100	19	100	88	100		

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .000*	
	Number	%	Number	%	Number	%	Number	%		
Image 17: Rubik's cube Express puzzle preferences										
Auditory Learner	17	48.6	3	8.8	1	5.3	21	23.9		
Visual Learner	8	22.9	19	55.9	12	63.2	39	44.3		
Kinesthetic Learner	10	28.6	12	35.3	6	31.6	28	31.8		
Total	35	100	34	100	19	100	88	100		

Learning style	Grade 7		Grade 8		Grade 9		Total		Pearson chi-square P = .426	
	Number	%	Number	%	Number	%	Number	%		
Image 18: LEGO model Express following instructions of inventing										
Auditory Learner	1	2.9	3	8.8	1	5.3	5	5.7		
Visual Learner	20	57.1	23	67.6	14	73.7	57	64.8		
Kinesthetic Learner	14	40.0	8	23.5	4	21.1	26	29.5		
Total	35	100	34	100	19	100	88	100		

* Significantly different at 0.05 level

As the data analysis demonstrates, the youth's learning styles are varies depending on education levels. Regarding 18 learning styles discovered above, the Grade 7 students tend to have K-V-A or K-A-V learning styles. Most of the Grade 8 students tend to

have V-K-A learning styles. Most of the Grade 9 students tend to have K-A-V learning styles.

Phase 2 Results:

The second phase of the study investigates the hypothesis concerning tour guide skills of the youth strongly promoted when a strategic model of English language learning activities designed is implemented. The results of this stage are as follows:

Finding 1: Data analysis of the appropriate strategic model of English learning activities for the youth

The data analysis of the youth's condition and readiness for being volunteer tour guides represents that the Grade 7 and Grade 8 students are more ready to be a volunteer tour guide than the Grade 9 students. Therefore, 34 students from Grade 8 are randomly selected by simple sampling. Then, the appropriate English learning activities to enhance the skills of being volunteer tour guides are designed based on their V-K-A learning styles. Explicitly, those students could learn best when they follow examples and ask questions. Normally, they prefer working in group.

When implementing, the selected students are divided into 5 groups. The strategic model implemented consists of 4 stages. First of all, in the stage of inspiration, the students will match the flash cards of the tourism resources' name with the pictures provided. Then, they will match the flash cards of the adjectives to describe those resources. Next – the activity stage, the students will describe the activities to do according to those resources in the first stage with verbs and time expressions given. This is the way to enable students to use appropriate verbs and time expressions to describe local tourism activity program based on their background knowledge. After that in the gathering data stage, the students will rearrange suitable local tourism activities from the model given. Finally – the presentation stage, the students will make an itinerary based on the information from the earlier stages and describe it to the tourists. This is the way to promote students' presentation skills as well as essential skills for being tour guides.

After finished the activities, the students give their feedback on their learning in Students' Learning Self-Assessment and show their satisfaction on the activities approach with feeling figures. Based on the activities, it is found that most students think the activities are enjoyable and they have learned new vocabularies through the activities. Importantly, the activities also make them more confident in becoming a volunteer tour guide. The students have changed their attitude toward English language as a difficult language into a practical language for being volunteer tour guides. Moreover, the students most satisfy the learning activities. It is implied that the strategic model implemented is suitable to their learning styles and could enhance skills of being volunteer tour guides appropriately.

Finding 2: Data analysis of the achievement of English learning activities

In order to discover the achievement of the learning activity approach, during the implementation, the participants' behavior in terms of attitudes and skills performed toward English learning activities is also recorded. The data indicates that most

students actively interest and participate in the learning activities. This makes the implementation succeed as shown in table 7-1 and 7-2.

- Symbols ● refers to Highly successful
 + refers to Moderately successful
 - refers to Lowly successful

Table7-1 Achievement in terms of attitude toward learning activities of each learner group

Attitude	Group	1	2	3	4	5
Show interests in other cultures		+	●	●	●	●
Show interest and enjoy doing the activities		-	●	●	●	●
Pay attention to the classroom activities		-	●	●	●	●
Have an initiative		-	●	●	●	●
Help friends with willingness		-	●	●	●	●
Honor and be friendly with friends in the classroom		-	●	●	●	●
Learning and communication skills		-	●	●	+	+
Guess the answer with willingness		-	●	●	●	●
Have more effort when facing a new problem		-	+	+	+	+
Use a communication strategy and gestures in one's communication		-	●	●	●	●
Ask for help from teachers and/or friends when having a problem		-	●	●	●	●

According to table 7-1, it is found that most students show a good attitude and fully cooperate with the learning activities fostering the skills for being tour guides except the Group 1 students that is extremely low attitude than other groups.

Table7-2 Achievement in terms of English skills performed during learning activities of each learner group

Skills	Group	1	2	3	4	5
Listening						
Understand the dialogues, although there are some unknown vocabularies and English structure		+	●	●	●	●
Understand the importance of short dialogues		+	●	●	●	●
Speaking						
Speak with acceptable accent and intonation		+	●	●	●	●
Speaking voluntarily in the class		-	●	●	●	●
Initiate conversation with teachers or friends		-	+	+	+	+
Speak correctly and acceptably		-	+	+	+	+
Participate in group activity		-	●	●	●	●
Reading						
Use appropriate time for reading		●	●	●	●	●
Understand the reading message		+	+	+	+	+
Guess the meaning of the vocabularies from the context		●	●	●	●	●
Writing						
Use appropriate time for routes/traveling activities arrangement		-	+	●	●	●

Skills	Group				
	1	2	3	4	5
Order routes/traveling activities appropriately	-	+	+	+	●

As shown in table 7-2 most students show the desired behavior to listening, speaking, reading and writing skills when learning activities implemented. Nevertheless, they trend to lose concentration on writing skills learning activities. The result also shows that the Group 1 students are not actively involved in the learning activities.

Conclusions and Discussions

The comparison with conditions and readiness for being a volunteer tour guide of the youth in Thakha, Amphawa, Samuthsongkram, Thailand indicate that there are not significantly correlated between readiness for being a volunteer tour guide with educational status, careers of their parents, and monthly income of their parents. However, the condition in terms of gender is significantly correlated with the need for being volunteer tour guides. In particular, female need to be a volunteer tour guide than male. The age also related to the necessity to help their parents to earn income. Regarding attitudes toward English learning, the girls tend to have positive attitudes about improving English language skills than the boys. Additionally, economic status also influences on the attitude of learning English as a second language. Those discoveries reveal consistency in the factors affecting English learning pointed out by Gardner and Lambert (1972). Those factors include attitude toward subjects' content, support from family, economic advantages, support from friends and teachers as well as teaching methods. Furthermore, economic status is also one of the key factors affecting English learning. Namely, children with high socio-economic status would have a positive attitude toward English learning as a second language than children with low socio-economic status. The children with low socio-economic status are likely to have a low achievement in learning foreign languages which directly correlate with results of this study that most youth are from labor family and they tend to have a moderate level of competence in their English language skills. In that case support from their parents in learning foreign language is an essential social tool that affected learning foreign languages. Concerning the opportunity for learning foreign language outside the classroom of the youth in Thakha community, the youth have a moderate support from their families. This caused the positive attitude to learn foreign language of those children at a certain level. Conversely, most youth still do not want to be volunteer tour guides, although they are aware that learning English could contribute to their future careers and would like to be better in English learning. This is because the youth still lack of the improvement in essential skills for being a local volunteer tour guide, especially on how to give information about local tourist attractions, products, services and livelihoods using appropriate Thai and English.

The discovery of the youth's learning styles, as noted by Thammabusaya, Manthara (2013), argues that the first group and the last group of lower secondary school students have the K-V-A learning styles. Namely, they are good learners when working in a quiet place and working with a good physical strength. They tend to have problem with reading and writing skills. In contrast, the second group of the students has the V-K-A learning styles. They tend to be visual learners and kinesthetic rather than auditory learners. Specifically, they are good learners when

learning from pictures, charts, diagrams, or story-based contents and expressing ideas. They also prefer following an example and keep asking questions and like working in group. Therefore, the design of an appropriate learning English activity for groups of individual differences learners with vary learning styles should be different in order to foster a positive attitude and learning achievement as well as motivation to use foreign language for their future career.

The strategic model of English learning activities to enhance tour guides skills of the children in Thakha community is designed to directly demonstrate the Grade 8 students learning styles, focusing on using images with new vocabularies related to local tourism resources could engage the students with the activities. Additionally, the practical teaching approach consists of inspiration, doing activity, gathering data, giving presentations, and evaluation could encourage learners to learn the lessons naturally and express positive attitudes together with promote sharing experience between learners and teachers through group work activities. The group work activities make the learners help each other and learn together effectively. Moreover, activities approach including learning vocabulary and useful expressions to describe local tourism resources via flash cards, making travelling activities into simple itinerary, arranging travel route based on travelling activities and time together with practicing presentation skills when describing itinerary could promote learners' cognitive strategies in categorizing data, logic, connecting and summarizing the contents learned in foreign language effectively (O'Malley and Chamot, 1990). The strategic model of English learning activities implemented express the youth's positive attitudes toward learning English. They also have more confidence in being volunteer tour guides. This finding is in accordance with the concepts concern factors affecting English learning (Bloom, 1976; Jakobovits, 1971; Gardner and Lambert, 1972; Gardner, 1973) in terms of teaching quality directly influence on learners' attitudes to learn new things that combine with their interests and their familiarity with background knowledge.

Implications and Limitations

To sum up, tour guide skills of the youth are strongly promoted when a strategic model of English language learning activities designed is implemented. It is implied that the lower secondary school students in Thakha community have potential to improve skills essential for being volunteer tour guides through an appropriate strategic model of English learning activities that directly promote individuals' learning styles. They would encourage awareness and protect the value of local tourism resources through those activities. Moreover, as a volunteer tour guide, if possible, they may have extra income for their families and consequently benefit the economy of the country. In case of community policy to promote its cultural tourism by improving the local youth's English communication skills through volunteer tour guides, this strategic model may fulfill that policy. However, the limitations of this study are that the strategic model is only implemented to the lower secondary school students in Thakha community and there is not a follow-up to what extent the students will extend to value those skills practiced via a local volunteer tour guide. Therefore, local English language teachers should design appropriate English learning activities in case of improving skills essential to other careers apart from being volunteer tour guides based on individuals' learning styles for other groups of students considering this research process as a model. Explicitly, when designing language learning

modules, factors affecting learners' language learning and their preferred learning styles should be considered. Whenever possible, a long-term follow-up to the achievement of those modules designed should be planned to value pedagogical implications. Moreover, it could be broadened out to community academic services, which one of the faculty mission in Thailand, in terms of course syllabus development.

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